Social & Behavioral Sciences GI 2025 Action Plan
Based on thoughts proffered during GI 2025 Summit, 9-16-2020

1. What is the strategy to make sure each of these students have a MyCap? IR reports that 50% of students with a current grad check on file have a MyCap.

   - Use Dashboard to identify specific departments with low % of MyCap on file.

   - Continue efforts to create a culture of MyCap for all who interact with students in an advising capacity (professional advisors, peer advisors, faculty, etc.).

   - Begin with freshmen and new transfers to create habit of MyCap.

   - Direct advisors to work with students to build more MyCaps (as contrasted with historical "check off sheets.").

   - Direct professional advisors and others with advising responsibilities to update a singular MyCap (rather than have students file multiple MyCaps) so it accurately reflects student intentions.

   - Work with departments to ensure updated Roadmaps so that MyCap can accurately gauge when courses will be available for students.

   - Building work-around for MyCap/PAWS access for peer advisors. Given the advisor-to-student ratio in SBS, peer advisors shoulder a greater deal of the burden than is likely the case in other colleges. However, peer advisors don't have authorized access to MyCap/PAWS which hinders their ability to effectively advise students.

   - Ensuring faculty advisors are utilizing existing MyCap reports or creating new MyCaps for students without current reports.

   - Recommend building in some (e.g. one course) flexibility into MyCap to support graduation.

2. What are you proactively doing on the front end to meet course demand and availability?

   - Analyzing past enrollment patterns at the department level.

   - Maintaining accurate historical data on course offerings to determine patterns.

   - Adding sections when waitlist and evident demand warrants (e.g. fall 2020 and transfer yield).

   - Utilizing cross-listing and course substitutions to meet transfer student demand and to fill seats in low-enrolled courses.

- Collaborative course building across SBS departments to accommodate unanticipated increases in demand.

- Looking at actual numbers of students in pipeline (in addition to using past as predictor).

- Enhancing our long-term scheduling processes.

3. How can departments coordinate with each other to avoid scheduling conflicts? Dates and times for synchronous classes need to be on schedule – Be true to published schedule – Course builds need to be intentional?

- Generally doesn't seem to be a significant issue insofar as scheduling within SBS is concerned. However, we do have some issues with intercollege interdisciplinary programs, particularly at the graduate level. In those instances, program coordinators have called on college leadership to facilitate scheduling conversations and construct scheduling agreements that hold all parties accountable to student needs.

- Beyond this first point, "CourseLeaf Key Benefits," once operationalized, should facilitate some of this coordination.

- Further reliance upon top-level schedule coordinators to work within the college and with other colleges.

4. How do you monitor student progress and plan intervention strategies so that students are on track for graduation?

- "Navigate" uses the progress report feature.

- Cohort-tracking has been really successful. Allows SBS advisors to see how far off students are and course correct.

- Blackboard Retention Center – Course level early warning system – can be shared with advisor.

- While not something we do (or are even empowered to implement solely in SBS), initiating a "Midterm Grade Report" system whereby students earning D or F grades at midterm are reported to a central repository for structured intervention may be useful on our campus.